**Brittany Pilinko**

**EDG 4410**

**Tuesday 1:30-4:20**

**Microteach #1**

**Lesson Plan**

**Content Area:** Science

**Grade Level:** Second

**Lesson Title:** The arrangement and facts about the planets.

**Learning Disability:** Attention Deficit Disorder **(ADD)**

**Sunshine State Standards:**

**Benchmarks:**

FL.SC.E.1.1 The student understands the interaction and organization in the solar system and the universe and how this affects life on earth.

FL.SC.E.1.2.4 …knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our solar system.

FL.SC.1.2.5 …understands the arrangement of the planets in our solar system.

**Rationale:**

A variety of things that occur in our world, such as problems with the weather conditions, day and night, etc. occur because of the planets alignments and movements of our solar system, so children should be aware of this at an early age.

**Goal Objective:**

Second grade science students will have to arrange and name the planets that revolve the sun in order with a100% accuracy.

**Content:**

1. Planets
2. Any of the nine large bodies that revolve the sun.
3. Planet Order
4. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto.
5. Terms and Definitions
6. Mercury: The planet nearest the sun and also the smallest planet in the solar system.
7. Venus: The planet second in order from the sun. It has no moons and is the most brilliant planet in the solar system.
8. Earth: The planet third in order from the sun. It has one moon and it’s the planet in which we live.
9. Mars: The planet forth in order from the sun. It has two moons.
10. Jupiter: The planet fifth in order from the sun. It has fourteen moons and it’s the largest planet in our solar system.
11. Saturn: The planet sixth in order from the sun. It has twenty-one known moons and is the second largest planet in our solar system. Saturn is surrounded by a series of thin, flat rings composed of small particles of ice.
12. Uranus: The planet seventh in order from the sun. It has fifteen moons.
13. Neptune: The planet eighth in order from the sun. This planet has two moons.
14. Pluto: The planet ninth in order from the sun. It has one known moon.

**Procedures:**

1. **Anticipatory Set:**

While setting up the planets for display, ask the students: Do any of you have a favorite planet? If yes then why?

1. **Objective:**

Tell the students that today they are going to learn the order of the planets and a few facts about them, as well as how to spell all nine of them.

**\*Modification for ADD:** For the ADD kids in my class have the students do lots of hands on activities. Students will arrange the planets in order by using models of the planets and also drawing a picture of their favorite planet.

1. **Input:**

While setting up the planets for display, ask the students: Do any of you have a favorite planet? If yes then why? **(ESOL STRATEGY: LINKING CONTENT TO STUDENTS’ PERSONAL LIVES)**

**\*Modification for ADD:** Setting up a visual of the planets to catch the students’ attention and keep the Attention Deficit Disorder students focused better.

Point out the nine different planets in their correct order. **(ESOL STRATEGY: USE OF VISUAL)**

**\*Modification for ADD:** By pointing to the different planets it will refocus the Attention Deficit Disorder students on the different planets.

Tell the students how to spell each of the nine planets and have them repeat the spelling once you have finished. **(ESOL STRATEGY: CHORAL RESPONSE)**

Give the students any facts about the planets and ask them if they know any other fun facts about the planets that they would like to share. **(ESOL STRATEGY: CHORAL RESPONSE)**

Mix up the planets so that they are no longer in their proper order and ask the students who would like to come up to the board to put the planets in their correct order again. **(ESOL STRATEGY: DRAMATIZATION AND USE OF VISUALS)**

**\*Modification for ADD:** When the students become hands on with the lesson by arranging the planets in their proper order, this will help keep their attention by making them excited to participate. Even if the ADD students are not the ones at the board they will still want to watch their classmates participate in this exercise.

Ask the students to think about the topic that they just learned about and tell them to raise their hands and share one fact that they learned about the planets with the class. **(ESOL STRATEGY: MAKING ACCOMMODATIONS IN RESPONSE MODES)**

1. **Model:**

Point to all the different planets and read off the names of all the planets and spell them out to the students. Have the students repeat the names of the planets after you say them out loud. As the repeat and spell each of the names of the planets, point to the planet in which they are reading or spelling. **(ESOL STRATEGY: MODELING)**

This time, point to each of the different planets as you tell the students the different facts about each of the planets. **(ESOL STRATEGY: POINTING)**

1. **Check for Understanding:**

While holding up the different planets ask the students “what order to the sun is each planet in” and then place it on the board in the correct order. Also ask them what the name of the planet is when you hold it up. Demonstrate the order in which the nine planets align to the sun. **(ESOL STRATEGY: DEMONSTRATION, VISUALIZATION, AND CHORAL RESPONSE)**

1. **Guided Practice:**

Divide the Students into groups of nine. Leave the student of the week out to act as the sun.

Hand each student in each of the groups one of the nine planets, so that every student in each of the groups has a different planet so that each group can make a complete solar system.

Have each of the groups come up to the front of the class, one group at a time. Have the student that is acting as the sun to also stand in the front of the classroom. Ask the students to arrange themselves in the correct order from the sun. **(ESOL STRATEGY: DRAMATIZATION)**

Have them say the name of the planet in which they are acting as.

Have all groups complete the same task correctly.

**\*Modification for ADD:** By having the students do group work activities, this will make the ADD students participate with their classmates to complete the assignment. This activity will also be fun for the students considering they will be with their friends.

1. **Independent Study:**

For homework tell the students to draw a picture of their favorite planet in our solar system. Also have them write a sentence explaining why it is their favorite planet and also ask them to write a fact about that planet.

**\*Modification for ADD:** ADD students will be hands on with this assignment since they have to draw a picture of their favorite planet and write a fact about it.

**Closure/Summary:**

While pointing to the different planets, review the name and spelling of each one.

To further reinforce this lesson, state the facts about each of the planets once again. And ask your students “What order do the planets go in?” and “How many planets are in our solar system?” **(ESOL STRATEGY: STIMULATION)**

While the students say the order in which the planets go in, point to the planet when they say it.

Ask the students if they have any questions about the lesson on planets.

**Resources:**

Pictures of the planets, Graphic organizer poster, models of the planets, facts about the planets

**Evaluation:**

When asked to put the planets in order correctly in their placement from the sun, label and spell the name of each planet, they will do so correctly with a 95% accuracy.

**Four Labeled ESOL Strategies:**

1. Linking content to students’ personal lives
2. Use of choral response
3. Dramatization
4. Use of visuals